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ABSTRACT

In 1992-93, Louisiana had many achievements toward sex equity in vocational education. As state enrollment continued to grow, many efforts were undertaken to increase sex equity in vocational programs and to increase the occupational success of groups targeted by the Carl D. Perkins Applied Vocational and Technology Education Act. Among achievements were the following: (1) rates of nontraditional students in vocational education have remained constant or increased slightly; (2) males continue to comprise approximately one-sixth of nontraditional enrollments, with the largest number enrolled in office occupations; (3) institutions used diverse strategies in the areas of recruitment, retention, and placement for the increased participation of nontraditional students; (4) the state awarded numerous competitive grants to institutions for the implementation of projects for sex equity and single parents, displaced homemakers, and single pregnant women; (5) institutions used state funds to assist more than 1,700 eligible students for their successful participation in vocational education; (6) 41 percent of the nontraditional students completed programs and 28 percent were employed in the area of their training--one-third had wages at or greater than $8 per hour; (7) projects implemented numerous activities to promote gender equity, including workshops, state conferences, handouts, a newsletter, and a lending library; and (8) a Council for the Education and Employment of Women and Girls was formed to advise state education officials on gender-equity matters. (This report contains 16 charts, graphs, and tables summarizing the gender-equity efforts made in educational institutions in Louisiana.) (KC)

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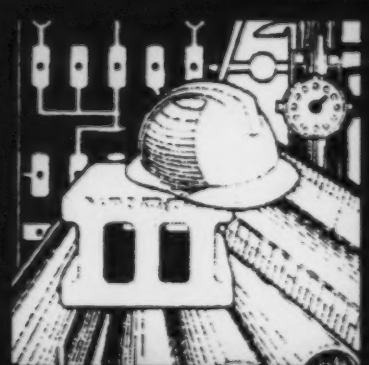

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LOUISIANA ACHIEVEMENTS FOR GENDER EQUITY IN VOCATIONAL EDUCATION

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Louisiana Achievements for Sex Equity in Vocational Education

1992-93 Report

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LOUISIANA'S ACHIEVEMENTS FOR SEX EQUITY IN VOCATIONAL EDUCATION

1992-93

Prepared

by

Margaret Hargroder
The University of Southwestern Louisiana

for

THE OFFICE OF VOCATIONAL EDUCATION

Sex Equity Administration

FOREWORD

The Statement of Purpose of the Carl D. Perkins Act of 1990, Public Law 101-392 reads as follows: "It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society."

My inference is that the Law is all inclusive and that there are segments of the society that may have been, to some degree, excluded. The 1990 Amendments to the Act contain provisions for inclusion of special populations with equal access to a full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study in cooperative education, apprenticeship programs and comprehensive guidance and counseling. Included among the special populations are individuals participating in programs to eliminate sex bias and stereotyping.

Although there are special reserves for sex equity, educational systems need to be aware of the fact that the elimination of sex bias and sex stereotyping may be accomplished with little or no funds by: (1) including fairness on the basis of origin, race, age, gender, and disabilities, in your school's policies; (2) informing students that all programs in the system are available to all students desiring to enroll; (3) recruiting students for high-technology-high-wage programs; (4) providing opportunities for these students to participate in tech prep programs, and (5) scheduling students regardless of gender into programs non-traditional to their gender.

Finally, an understanding by all eligible recipients that if our country is to be more competitive in the world economy, indeed, it will take all segments of the population, but they must be prepared to become well-trained, productive citizens in our society.

This status report, prepared by Dr. Hargroder, can very well be a barometer for social and economic change in Louisiana vocational education.

Office of Vocational Education

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INTRODUCTION

Progress toward sex equity in vocational education is a special national and state goal (U. S. Congress, 1991; Office of Vocational Education, 1991). Recipients of funds through the Carl D. Perkins Applied Vocational and Technology Education Act Amendments (Perkins Act) aim toward this goal through various institutional practices and special projects.

This study, as a sequel to the 1989-92 enrollment status reports, aims to:

- compare 1992-93 and prior-year student enrollment in programs that are not traditional for their gender.
- identify the practices, barriers, and achievements of special groups in the area of sex equity:
    - secondary and postsecondary institutions named by the Louisiana State Department of Education, Office of Vocational Education, as recipients of funds through the state,
    - state projects funded through Section 222 of the Perkins Act, namely projects to eliminate sex bias, and
    - state projects funded through Section 221 of the Perkins Act, namely projects for single parents, displaced homemakers, and single-pregnant women.
    - describe the students who are direct recipients of Section 221 and/or 222 project services.
- Summarize the states's observed achievements toward sex equity.

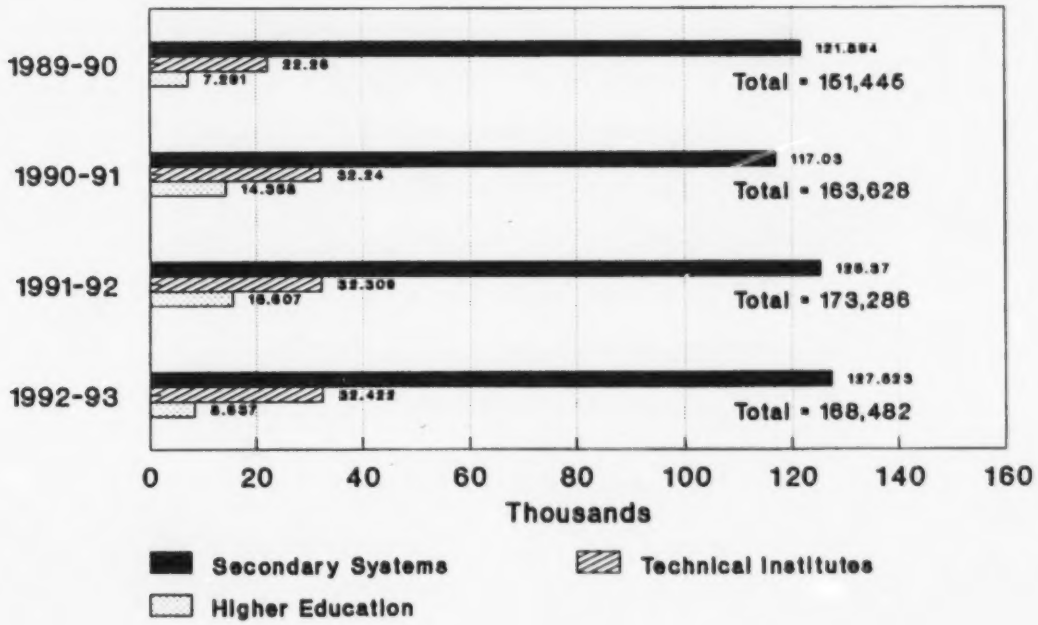
Statistical data are derived from several sources. Vocational enrollment statistics are based on the Vocational Education Data System (VEDS) collected by the Louisiana Office of Vocational Education. Institutional project achievements summarize data collected through survey of projects by the author of this report. Student data are derived from student intake forms collected by institution and submitted to the author.

VOCATIONAL ENROLLMENT

TOTAL ENROLLMENT: 1989-93

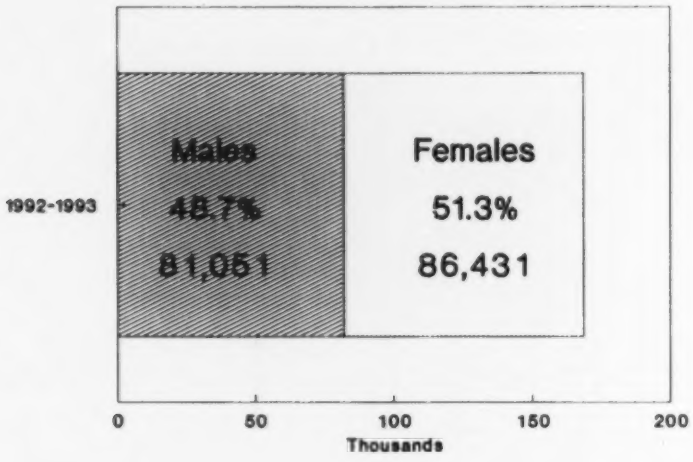
[Vocational education refers to organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Total Enrollment indicates the total number of students enrolled in vocational education in public secondary systems, technical institutes, and higher education institutions. This is an unduplicated count, reporting an individual in only one program regardless of the number of programs (or courses) of enrollment. If multiple programs are recorded for a student, only the most recent enrollment is counted.]

- Over 165,000 students were enrolled in state vocational education programs during the 1992-93 academic year, with over 127,000 enrolled in secondary systems.
- State vocational enrollments in 1992-93 declined from the previous year. The 168,482 total was approximately 3% less than that of 1991-92 but 3% greater and 11% greater than 1990-91 and 1989-90 respectively.
- Compared to 1991-92, the greatest changes were in higher education (45% decrease), followed by secondary systems (2% increase) and technical institutes (0.3% increase).
- Enrollment in 1992-93 in secondary systems compromised 76% of total enrollment, compared with 19% in technical institutes and 5% in higher education.



ENROLLMENT BY GENDER

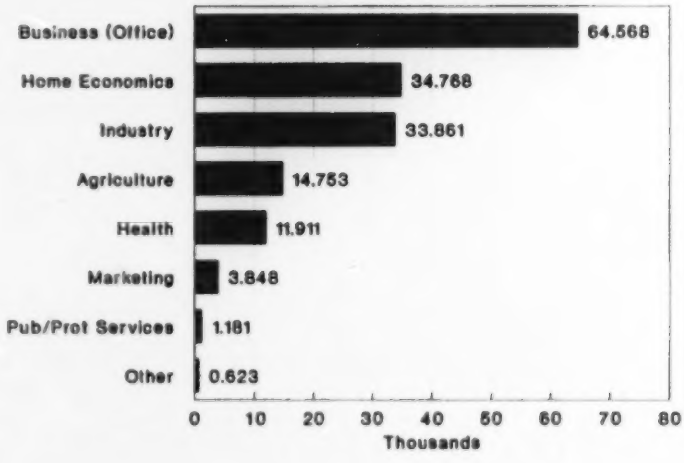
- Females were over half (51.3%) of total vocational enrollments in 1992-93.



ENROLLMENT BY PROGRAM

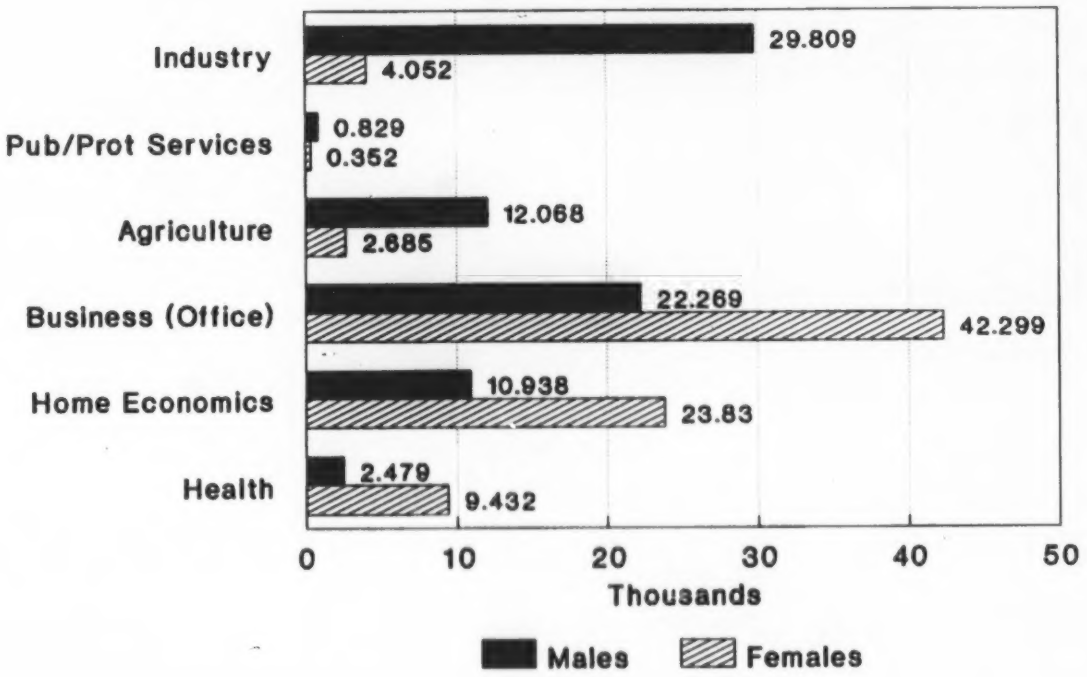
[Programs are classified by Classification of Program (CIP) Codes, a nationally recognized coding system for vocational courses. In this context, programs are clustered according to occupational fields. Shown here are only those fields that are generally recognized as gender dominated (having over 75% of one gender). Components of each cluster are listed in the enrollment summary shown on page 8.]

- Three program areas (business, home economics, and industry) comprised over three-fourths (80%) of total vocational enrollments in 1992-93.



PROGRAM ENROLLMENT BY GENDER

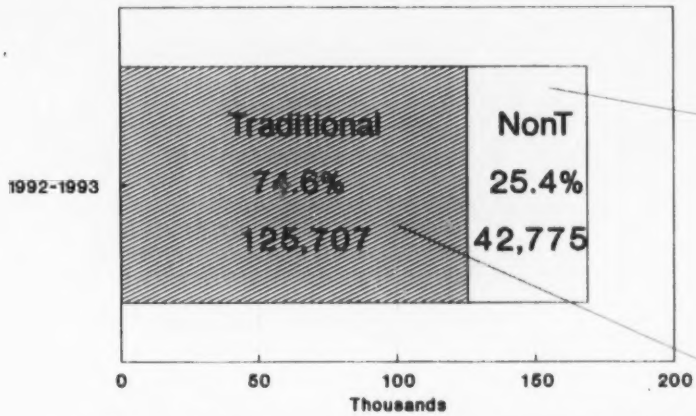
- Disproportionate gender enrollment occurred in each program area.
- Males were concentrated in the area of industry and business; females were concentrated in business and home economics. Enrollment in programs were as shown here.



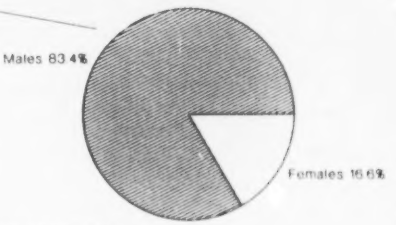
NON-TRADITIONAL ENROLLMENTS

(Non-Traditional, in this context, refers to students who are in programs that are not traditional for their gender. This applies to males in business, home economics, and health areas and to females in agriculture, industry, and public/ protective services.)

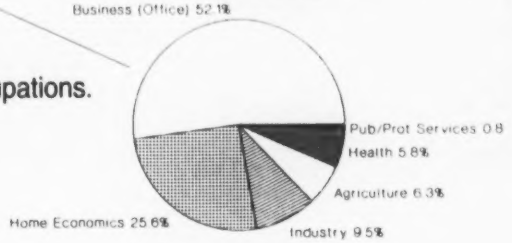
- Approximately one-fourth (25.4%) of total 1992-93 vocational enrollments were nontraditional.



- Approximately five-sixths of all non-traditional students were male.

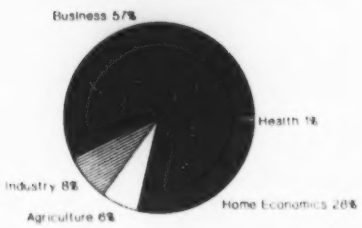


- Additionally, most were males in business (office) occupations.

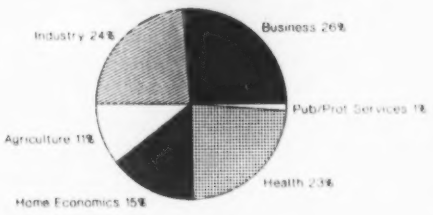


- Males in business were a majority of nontraditional enrollments in secondary systems and technical institutes. Males in health were most of higher education nontraditional enrollments.

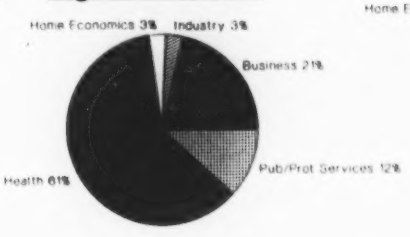
Secondary Systems



Technical Institutes



Higher Education



CHANGES IN NONTRADITIONAL ENROLLMENTS: 1989-93

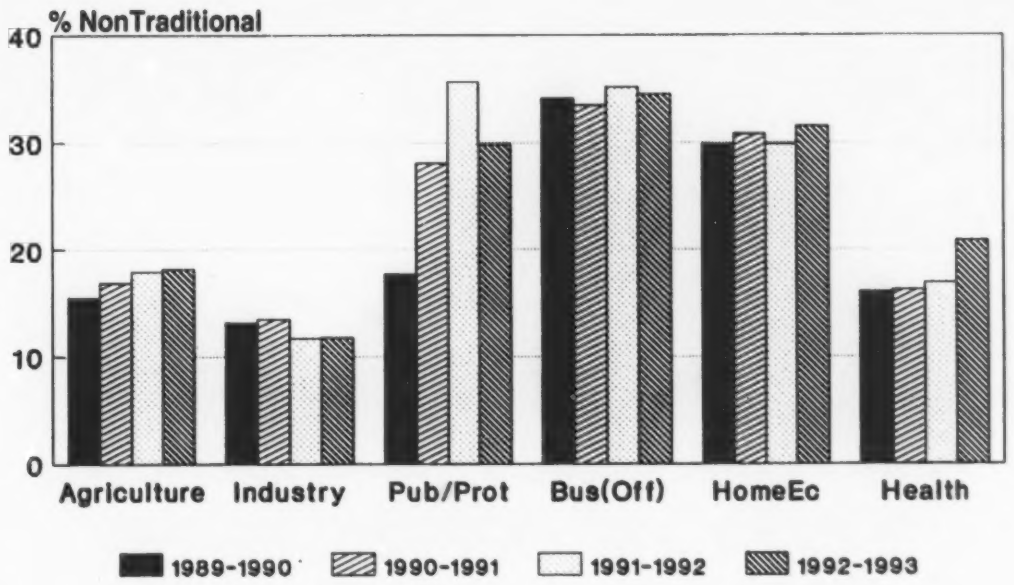
- Over the four year period, nontraditional enrollments increased at approximately the same rate as total enrollment:

1989-90	37,710	24.9%
1990-91	39,926	24.4%
1991-92	42,601	24.6%
1992-93	42,775	25.4%

- In the four year period, Industry still has the lowest percentage of nontraditional enrollments.

- Over the four year period, only Agriculture and Health have been showing a steady increase in percentage of nontraditional enrollments.

- After two years of strong increase, Public/Protective services took a noticeable decrease in 1992-93 in percentage of nontraditional enrollmen



FEMALES IN INDUSTRY

(National and state goals for vocational education include the increased participation of under-represented groups in higher level skills for increased national productivity. It is generally recognized that females are under-represented in industry. This general interest, coupled with the state's lower vocational enrollment in industry, motivates a closer examination of females in technology, particularly in the subcategories that comprise this area.)

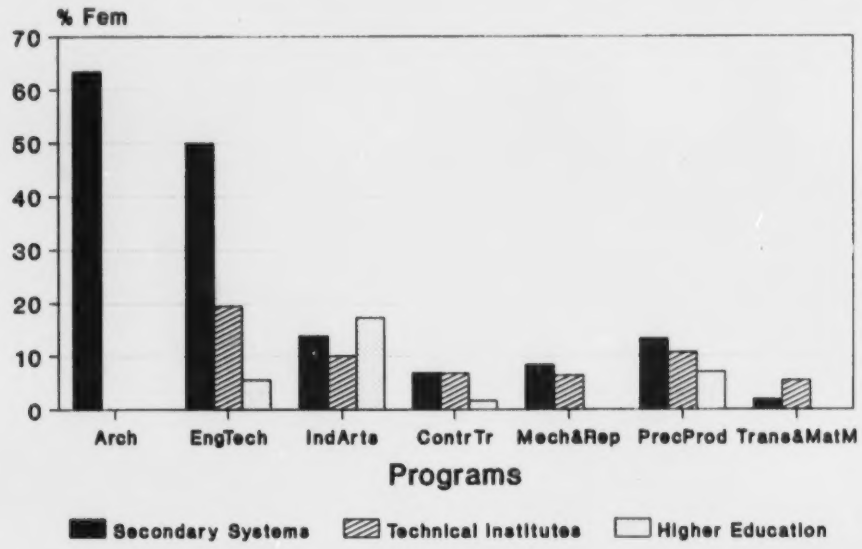
ACTUAL ENROLLMENT

In 1992-93, there were 4,052 females enrolled in state industry programs, categorized as follows:

	1991-92	1992-93
Industrial Arts	1400	2069
Architecture	794	336
Precision Production	683	670
Mechanics and Repairers	546	572
Engineering Technologies	259	214
Construction Trades	158	157
Transportation & Material Moving	56	37
Totals	**3,896**	**4,052**

FEMALE RATES IN PROGRAMS

(Rate of enrollment examines the percentage of the program enrollment which females comprise.)



Note. Arch=Architecture (such as architecture, city and regional planning, environmental design, etc.). EngTech=Engineering Technologies (such as civil technology, industrial production technology, etc.). IndArts=Industrial Arts (such as energy/power and transportation, and electricity/electronics). ContrTr=Construction Trades (such as carpentry, plumbing, electrician). Mech&Rep=Mechanics and Repairers (such as automotive mechanics, small engine repair). PrecProd=Precision Production (such as welding, millwork and cabinet making, machine tool operation, upholstering, etc.). Trans&MatM=Transportation and Material Moving (such as truck and bus driving, construction equipment operation, material handling, etc.).

ENROLLMENT SUMMARY: 1992-93

Code Field Titles	Secondary Systems Total (%NonT)	Technical Institutes Total (%NonT)	Higher Education Total (%NonT)	Totals Total (%NonT)
Totals	**127,523**	**32,422**	**8,537**	
A. Agriculture	**14275(16.6)**	**478(67.4)**	**—— (——)**	**14753(18.3)**
1. Agribusiness and Agric Products	7755(15.9)	104(28.9)	—— (——)	7859 (16.1)
2. Agriculture Sciences	6301(17.5)	354(81.9)	—— (——)	6655 (20.9)
3. Renewable Natural Resources	219 (12.3)	20 (10.0)	—— (——)	239 (12.1)
B. Industry	**20677(14.1)**	**12350(8.6)**	**834(7.1)**	**33861(11.9)**
4. Architecture and Environmental Design	529 (62.5)	—— (——)	—— (——)	529 (62.5)
15. Engineering Technologies	2 (50.0)	1069(19.4)	107(5.6)	1178 (18.2)
21. Industrial Arts	14719(13.9)	10 (10.0)	122(17.2)	14851(13.9)
46. Construction Trades	1079 (7.0)	1184(6.8)	62 (1.6)	2325 (6.7)
47. Mechanics and Repairers	2183 (8.4)	6106(6.4)	105(0.0)	8394 (6.8)
48. Precision Production	2114 (13.4)	3326(10.7)	438(7.1)	5878 (11.4)
49. Transportation and Material Moving	54 (1.9)	655 (5.5)	—— (——)	709 (5.2)
C. Business	**54280(38.1)**	**8703(13.7)**	**1585(26.2)**	**64568(34.5)**
7,52. Business and Administrative Support	53464(38.0)	8507(13.2)	1328(24.3)	63299(34.4)
11. Computer and Information Sciences	816 (46.1)	196 (34.2)	257 (36.2)	1269 (42.3)
D. Home Economics	**33405(30.6)**	**1298(52.0)**	**65(86.2)**	**34768(31.5)**
12. Consumer/Personal/Miscellaneous	525 (31.6)	329(56.8)	—— (——)	854 (41.3)
20. Vocational Home Econmes	32880(30.5)	969(50.4)	65(86.2)	33914(31.2)
E. Health	**1477(16.1)**	**5993(17.7)**	**4441(26.6)**	**11911(20.8)**
17,51. Allied Health	1477(16.1)	5993(17.7)	4441(26.6)	11911(20.8)
F. Marketing	**3409(56.2)**	**428(74.3)**	**11(90.9)**	**3848(58.5)**
6. Business and Management	15 (40.0)	147(81.6)	8 (87.5)	170 (78.2)
8. Marketing and Distribution	2648(56.5)	194(91.2)	3 (100.0)	2845(58.9)
9. Communications, General	31 (67.7)	—— (——)	—— (——)	31 (67.7)
10. Communication Technologies	415 (66.3)	26 (23.1)	—— (——)	441 (63.8)
31. Parks and Recreation	25 (0.0)	—— (——)	—— (——)	25 (0.0)
50. Visual and Performing Arts	275 (42.9)	61 (24.6)	—— (——)	336 (39.6)
G. Public and Protective Services	**—— (——)**	**203(27.1)**	**978(30.4)**	**1181(29.8)**
42. Law	—— (——)	—— (——)	150(45.3)	150 (45.3)
43. Protective Services	—— (——)	203(27.1)	828(27.7)	1031(27.6)
H. Other	**—— (——)**	**—— (——)**	**623(66.5)**	**623(66.5)**
13. Education	—— (——)	—— (——)	68 (88.2)	68 (88.2)
24. Liberal/General Studies	—— (——)	—— (——)	555(63.8)	555(63.5)

Note: NonT = Non-Traditional Students. Code refers to classification index program numbers, which designate field titles. Since the Marketing and Other categories are either gender integrated (having no gender with less than 25% enrollment) or are not analyzed by gender, enrollment rates in their programs are of females.

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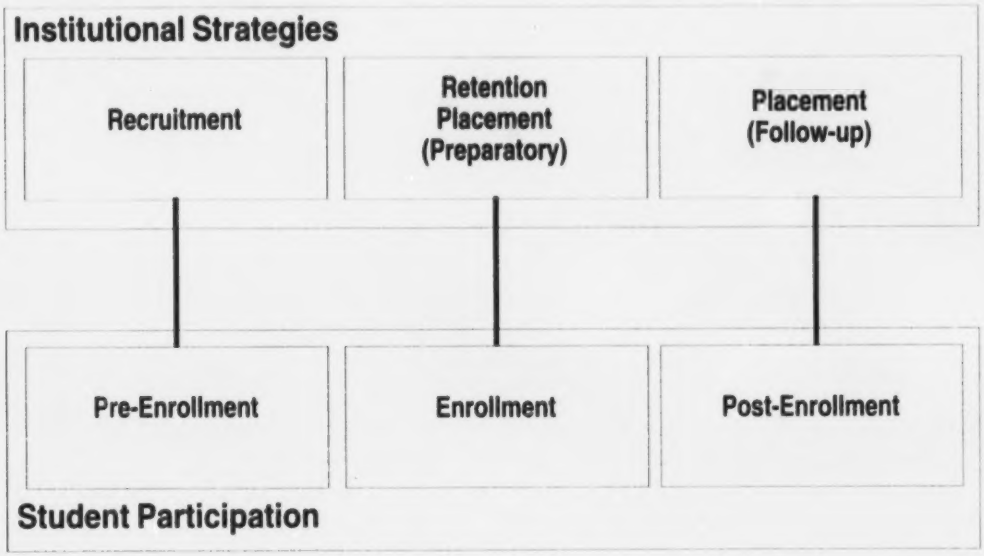
INSTITUTIONAL STRATEGIES AND BARRIERS
to Increased Participation of Nontraditional Students

Interactions between students and educational institutions influence student participation (Tinto, 1987). These interactions may serve to support or discourage student participation. Special populations have greater need for institutional support than do traditional students (National Center for Research in Vocational Education, 1992). Additionally, by being nontraditional, these students may experience difficulties, or barriers, beyond those of traditional students in an institution.

Institutional strategies and barriers related to student participation, in this context, may be clustered into pre, post, and enrollment periods.



- Recruitment strategies aim to attract and facilitate student enrollment into the institution.
- Retention strategies aim to maintain student enrollment through program completion.
- Placement strategies aim to prepare students for job attainment and long-term success.

Goodwin, D. (1989). Postsecondary vocational education: National assessment of vocational education final report. Washington, DC: National Assessment of Vocational Education.

National Center for Research in Vocational Education (1992). Technical assistance for special populations. Berkeley: University of California.

Tinto, V. (1987). Leaving college: Rethinking the causes and cures of student attrition. Chicago: University of Chicago Press.

Recruitment of Nontraditional Students

Institutional Strategies to Attract and Enroll Students

Strategies	Percent of Institutions	Mean Number of Efforts
Pre-scheduled, advertised informational meetings for prospective students.	89.7%	14.5 meetings
Admisson services (assistance in completion of admission and financial aid forms, suggestions for transportation and childcare, etc.)	89.7%	85.3% of students assisted
Co-operative arrangements with off-campus funding and other support groups to facilitate non-traditional student enrollment.	79.5%	8.7 arrangements
In service meetings with personnel from feeder schools to plan methods for attracting students into nontraditional vocational programs.	76.9%	6.1 meetings
Written letters, guidelines, etc. directed to personnel from feeder schools to shape non-stereotyping behaviors in the classroom and to guide student's vocational decisions.	74.4%	9.4 releases
Public press releases specifically planned to to attract nontraditional students.	66.7%	7.6 releases
Involvement of non-traditional students in planning/conduction of recruitment strategies.	59.0%	2.6 events

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Retention of Nontraditional Students

Institutional Strategies to Retain Students through Program Completion

Strategies	Percent of Institutions	Mean Number of Efforts
Faculty making special efforts to foster positive attitudes toward nontraditional students.	89.9%	82.7% of faculty
Evaluation of school materials and activities for attractive features for nontraditional students.	87.2%	71.8% of materials
Evaluation of school materials and activities for sex bias and stereotype.	84.6%	81.3% of faculty
Meetings with special groups directed toward the promotion of sex equity in retention.	82.1%	11.9 meetings
Different releases of written letters, guidelines, etc. announcements that promote positive attitudes toward nontraditional students.	79.5%	14.4 releases
In service meetings with counselors and/or teachers within the institution that address sex equity in programs.	79.5%	2.7 meetings
Having courses with supplementary information/activities for those having background deficiencies.	71.4%	74.4% of courses
Instructional materials evaluated to identify sex bias and stereotype.	65.9%	65.9% of materials
Events having nontraditional gender speakers for purposes of retention and serving as role models.	64.1%	3.5 events
Having faculty who are nontraditional.	59%	19.2% of faculty

Job Placement of Nontraditional Students

Institutional Strategies to Promote Student Job Attainment and Success

Strategies	Percent of Institutions Using this Strategy	Percent of Students Using this Service
Preparing a resume	92.3%	77.6%
Planning for good work traits	92.3%	85.7%
Practicing job interviewing skills	89.7%	79.2%
Informing students about job agencies	84.6%	82.1%
Learning about employers	82.1%	85.6%
Identifying prospective employers	82.1%	80.7%
Hearing speakers from business/industry	79.5%	72.0%
Job placement coordination	69.2%	71.9%
Planning job adjustment strategies	66.7%	74.7%
Hearing successful former graduates	56.4%	61.3%
Advertising completes to employers	53.8%	69.6%
Employer contacts to identify former student needs	51.3%	72.4%
Planning for transportation, day care, etc.	51.3%	47.6%
Planning job advancement strategies	48.7%	74.9%
Participating in internships/practices	48.7%	39.4%
Student assistance after placement	46.2%	60.5%
Preparing a homelife/work schedule	43.6%	47.2%
Hearing members of advocacy groups	17.9%	59.9%

SPECIAL PROJECTS AND ACTIVITIES

Funds through Sections 221 and 222 of the Carl D. Perkins Vocational and Technology Education Act Amendments of 1990 were designated by law for competitive grants to institutions.

- Section 221 funds aimed toward the increased participation of single parents, displaced homemakers, and single pregnant women. These groups are formally defined on page 15.
- Section 222 funds aimed to eliminate sex bias.

The Louisiana State Plan's referendum for proposals included the following description and purposes for the types of projects implemented in Louisiana and reported in this document:

Section 221 Projects

Project CHANGE - Changing Aspirations Toward Newer, Gender Expectations
To initiate innovative strategies and approaches to providing single parent, displaced homemakers, and single pregnant women with marketable skills through vocational training programs leading to high wage occupations.

Project CBO - Creating a Balanced Outlook
To provide funds to community-based organizations for assisting single parents, displaced homemakers and single pregnant women in obtaining employment into vocational job preparatory training programs leading to high-wage occupations.

Project IMPROVE - Initiating Model Programs for Recruitment into Occupational Vocational Education
To provide life skills training and financial support services to single parents, displaced homemakers and single pregnant women interested in pursuing training in a vocational job-preparatory program.

Establishing On-Site Child Care
To furnish an on-site child care facility at a technical institute, local education agency, or institution of higher education that will serve single parents, displaced homemakers and single pregnant women who are in high-wage job preparatory programs.

Leadership Development for Single Parent, Displaced Homemaker, Single Pregnant Women Programs
To enhance the capacity of local educational institutions and community based organizations to assist single parents or homemakers to obtain marketable skills and viable employment.

Mini Grants for Single Parent, Displaced Homemaker and Single Pregnant Women Programs.
To create innovative strategies for promoting and encouraging participation of single parents, displaced homemakers and single pregnant women in high wage vocational training programs.

Section 222 Projects

Project PACE - Promoting Access into Career Exploration
To provide vocational programs, services and activities designed to eliminate sex bias and sex-role stereotyping in vocational education.

Assessment and Evaluation of Sex Equity Programs and Leadership Development for Sex Equity in Education
To develop models for third-party evaluations of all sex equity programs funded under Section 222 of the Perkins Act, and to conduct those evaluations; to assist educational institutions in fulfilling the purposes of the Act as it relates to sex equity.

Special Initiatives in Equity
To provide vocational programs, services and activities designed to eliminate sex bias and sex-role stereotyping in vocational education.

Other State Activities

The Louisiana Office of Vocational Education implemented other programs related to the goals of Sections 221 and 222 of the Act, such as the following:

- Maintained a Sex Equity Office for administration of funds and activities and to promote equity in policy and actions of the Department.
- Sponsored (along with projects) statewide professional development activities, such as a beginning-of-the-year workshop for project personnel, a statewide conference related to issues for serving single parents, and another statewide conference related to sex equity issues at large.
- Formed and administered the Louisiana Council for the Education and Employment of Women and Girls for the purposes of advising the Superintendent, facilitating coordination among state groups represented on the Council, and participating in awareness activities.

Institutions with Section 221 Projects

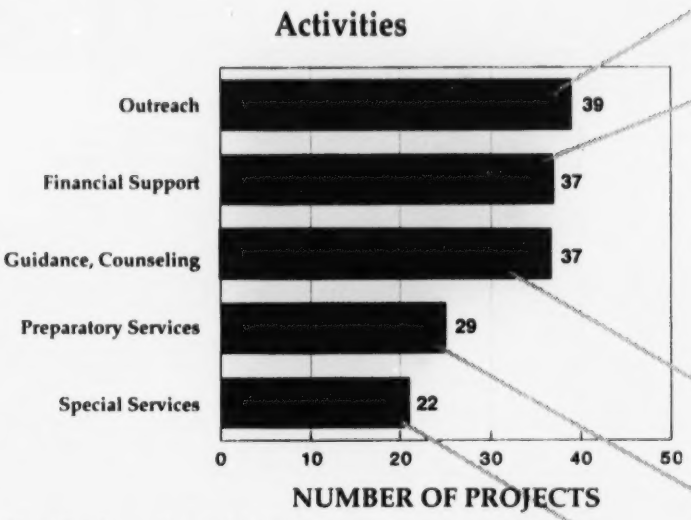
Caddo Parish Secondary System
Calcasieu Parish Secondary System
Evangeline Parish Secondary System
Iberia Parish Secondary System
Orleans Parish Secondary System
Ouachita Parish Secondary System
Rapides Parish Secondary System
W. Baton Rouge Parish Secondary System
Alexandria Regional Technical Institute
Ascension Technical Institute
Avoyelles Technical Institute
Bastrop Technical Institute
Baton Rouge Regional Technical Institute
Charles Coreil Technical Institute
Concordia Technical Institute
Delta Ouachita Regional Technical Institute
Evangeline Technical Institute
Florida Parishes Technical Institute
Hammond Area Technical Institute
Jefferson Technical Institute
Jumonville-Memorial Technical Institute
Lafayette Regional Technical Institute
Lamar Salter Technical Institute
Natchitoches Technical Institute
New Orleans Regional Technical Institute
North Central Technical Institute
Northeast Louisiana Technical Institute
Oakdale Technical Institute
Ruston Technical Institute
Sidney Collier Technical Institute
Southwest Louisiana Technical Institute
Sowela Regional Technical Institute
Sullivan Technical Institute
T. H. Harris Technical Institute
Tallulah Technical Institute
Thibodeaux Area Technical Institute
West Jefferson Technical Institute
Westside Technical Institute
Young Technical Institute
Office of Women Services
Bossier Community College
Delgado Community College
Louisiana State University - Alexandria
Louisiana State University - Eunice
McNeese State University
Nicholls State University
Nunez Community College
Southeastern Louisiana University
University of Southwestern Louisiana

Institutions with Sex Equity Projects

Ascension Parish School System
Avoyelles Parish School System
Caddo Parish School System
Monroe City School System
Ouachita Parish School System
Rapides Parish School System
St. Bernard Parish School System
Vernon Parish School System
Alexandria Regional Technical Institute
Avoyelles Technical Institute
Baton Rouge Regional Technical Institute
Concordia Technical Institute
Delta Ouachita Technical Institute
Evangeline Technical Institute
Florida Parishes Technical Institute
Jumonville-Memorial Technical Institute
Lafayette Regional Technical Institute
Lamar Salter Technical Institute
Northwest Louisiana Technical Institute
Sidney Collier Technical Institute
Slidell Technical Institute
South Louisiana Regional Technical Institute
Sowela Regional Technical Institute
T.H. Harris Technical Institute
Tallulah Technical Institute
Thibodeaux Area Technical Institute
Westside Technical Institute
Delgado Community College
Louisiana State University - Eunice
McNeese University
University of Southwestern Louisiana

PROJECTS FOR SINGLE PARENTS, DISPLACED HOMEMAKERS AND SINGLE PREGNANT WOMEN

Groups targeted through Section 221 funds of the Perkins Act are recognized as having disadvantages that require additional financial and other support systems in order to successfully enter occupations that lead to economic self-sufficiency. The 55 competitively funded projects in this category implemented activities to support these special groups. Of the 41 responding projects, the following activities were reported.



Note: Total reporting projects = 41.

Outreach activities, reported by 39 projects, consisted of mass media publicity, community and school presentations, workshops, seminars, tours, etc.

Support Financial Services, reported by 37 projects, were disbursements to students totalling $657,663.11 as payment for:

Tuition (30 projects serving a total of 1,090 students, at a state average of $122.96 per student.)

Books and Supplies (34 projects serving a total of 1,341 students, at a state average of $137.88 per student.)

Child Care (31 projects serving a total of 533 students, at a state average of $450.84 per student.)

Transportation (20 projects serving 601 students at a state average of $163.81 per student.)

Career Guidance, reported by 37 projects, consisted of services and purchases related to career planning, student/home adjustment, personal development, job preparation, etc.

Preparatory Services, reported by 29 projects, were computer and literacy skills training as well as remediation activities for entry into programs.

Special Services, reported by 22 projects, consisted of offerings, such as tutoring and other forms of specialized assistance.

Most frequent barriers to project success in order of reported frequency were student financial problems (49% reporting this as a barrier), day care problems (44%), transportation problems (37%), severe academic deficiencies and learning problems (25%), lack of family and personal support (15%), and family responsibilities/problems and time limitations (13%).

Projects were most helpful in countering the same areas as the expressed barriers—providing child care (48% reporting this as an area of greatest assistance), tuition (46%), transportation (19%), counseling/self-esteem/personal development (23%), academic assistance (17%), work-related skills and experiences (13%), etc.

Profile of Students in Projects for Single Parents, Displaced Homemakers, and Single Pregnant Women

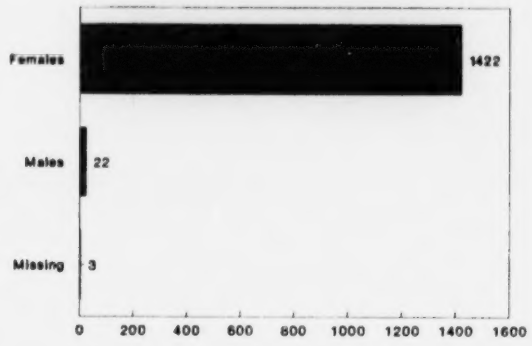
[By formal definition of the Perkins Act:

a single parent is an individual who is unmarried or legally separated from a spouse; and has a minor child or children for which the parent has either custody or joint custody; or is pregnant.

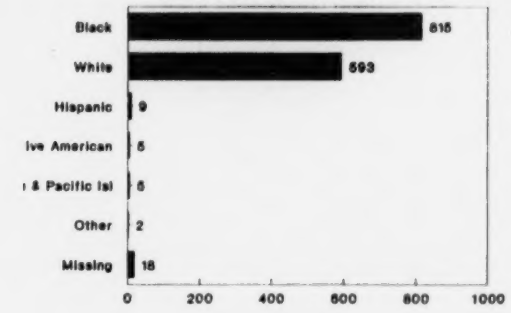
a displaced homemaker is an individual who is an adult; and has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; has been dependent on public assistance or the income of a relative but is no longer supported by the income; is a parent whose youngest child has become ineligible to receive assistance under the program for Aid to Families with Dependent Children under Part A of Title IV of the Social Security Act within two years of the parent's application for assistance under this Act; is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate; or is also a criminal offender.]

In 1992-93, Louisiana's Single Parent, Displaced Homemaker, and Single Pregnant Women Projects documented services for 1445 students. This was an average of 35 students for the 41 responding projects of the state. The following charts show characteristics of reported students.

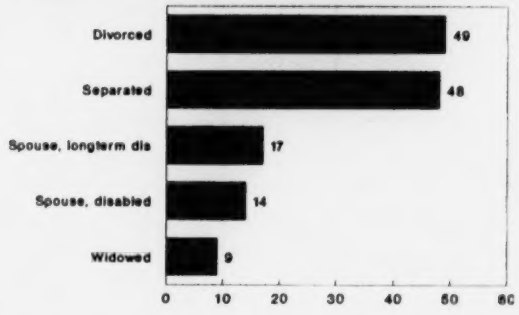
Sex



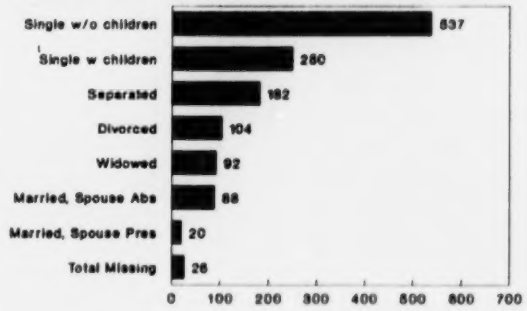
Race



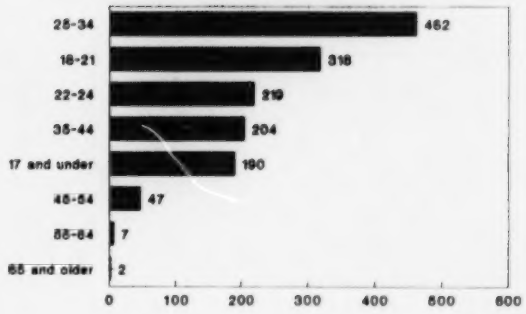
Marital Status of Displaced Homemakers



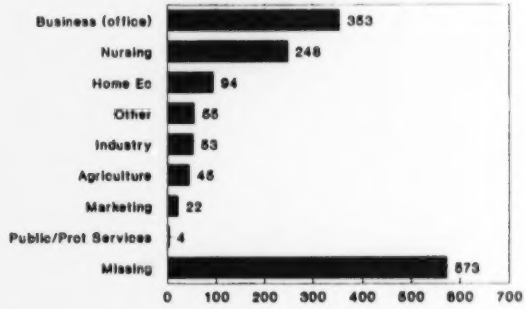
Marital Status of Non Displaced Homemakers



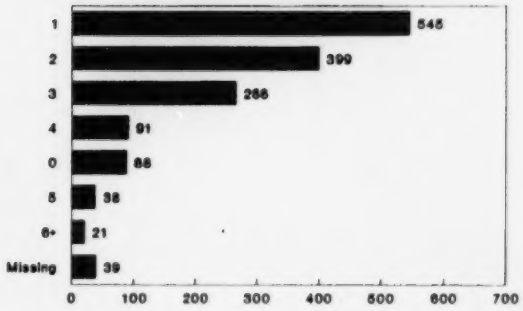
Age in Years



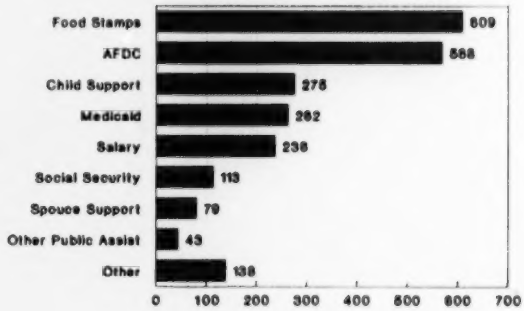
Program of Enrollment



Number of Dependents

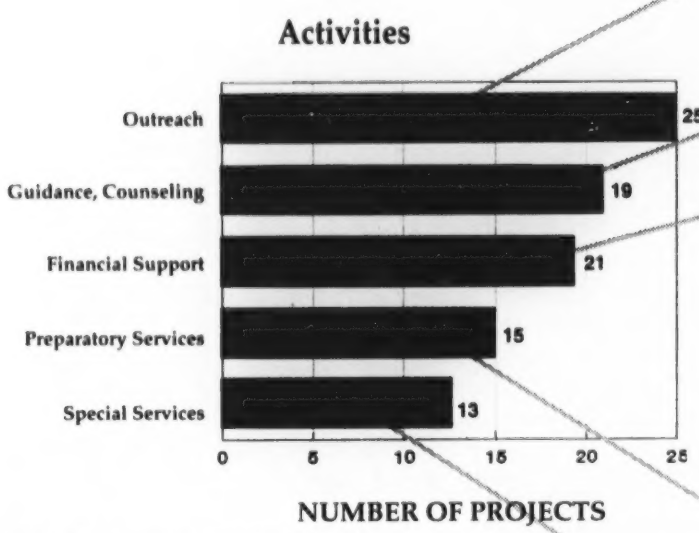


Sources of Income



Projects for Sex Equity

The increase of sex equity in vocational education was the aim of the 35 competitively funded projects of Section 222 of the Perkins Act. Various activities were utilized by 26 responding projects to both remove sex bias and stereotype in occupations and increase the participation of nontraditional students.



Note: Total reporting projects = 26.

Outreach, reported by 25 projects, consisted of special communications with high schools, advertising, career conferences, job fairs, school tours, etc.

Guidance and Counseling was reported by 21 projects. This category consisted of career assessment, exploration, and planning and other forms of personal development and school adjustment services.

Support Financial Services were provided by 19 projects, consisting of disbursements totalling $90,333.72 statewide, as payment for:

Tuition (13 projects serving a total of 419 students, at a state average of $57.57 per student.)

Books and Supplies (12 projects serving a total of 362 students at a state average of $68.16 per student.)

Child Care (8 projects serving a total of 46 students at a state average of $553.68 per student.)

Transportation (5 projects serving a total of 174 students at a state average of $92.33 per student.)

Preparatory Services, reported by 15 projects, consisted of personnel services and purchases for pre-enrollment workshops, remediation, orientation, development of training manuals, etc.

Special Services were reported by 13 projects and were transportation to equity-related events, personnel and materials for skills workshops (keyboarding, computing camps, etc.) substitute teacher's pay for teacher development, personnel and material for job fairs, job preparation workshops, etc.

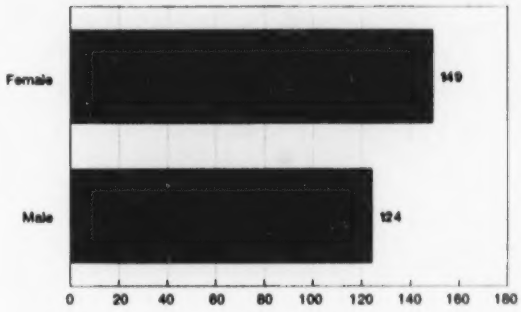
Barriers to sex equity project success, as reported in order of frequency by projects, were various forms of stereotyping and bias (42%), especially lack of awareness of and exposure to nontraditional careers; financial difficulties, both personally and geographically (31%); inadequate transportation and child care (19%), and difficulty with tools (especially computers) and coursework (15%).

Also in sex equity projects, institutions were most able to help in the areas of the greatest barriers. Removing stereotypes, particularly through use of videotapes and promotionals and awareness of nontraditonal programs (reported by 38% of projects), providing financial support (31%), and providing skills development (12%) were most frequently mentioned.

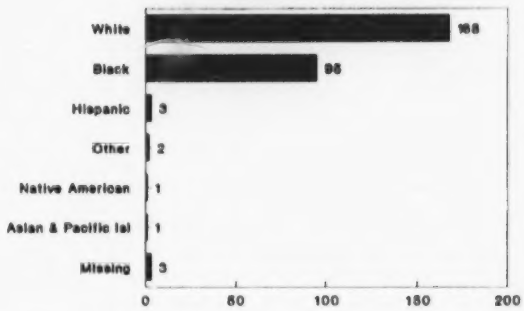
Profile of Students in Programs for Sex Equity

In 1992-93, Louisiana's Sex Equity Projects documented services to 273 students. This was an average of 11 students for the 26 responding projects of the state. The following charts show characteristics of reported students.

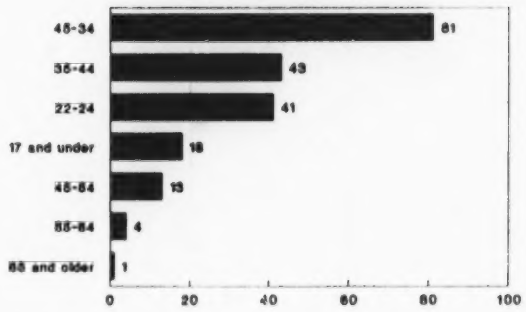
Sex



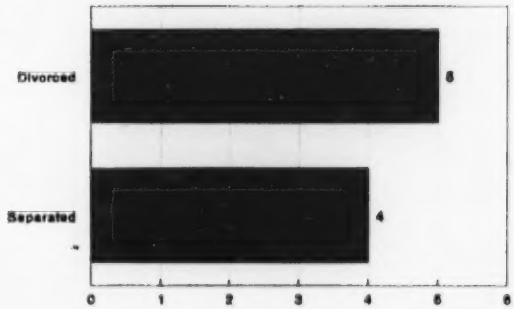
Race



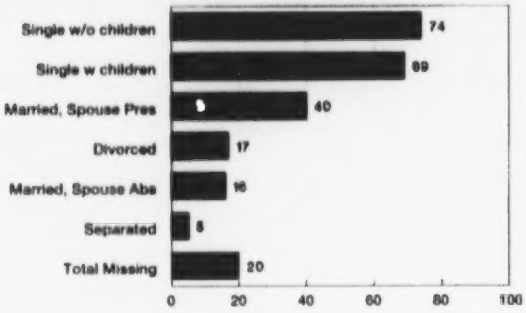
Age in Years



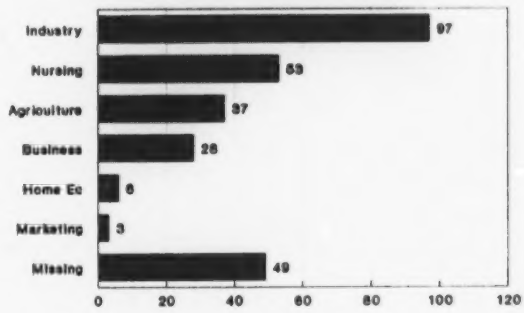
Marital Status of Displaced Homemakers



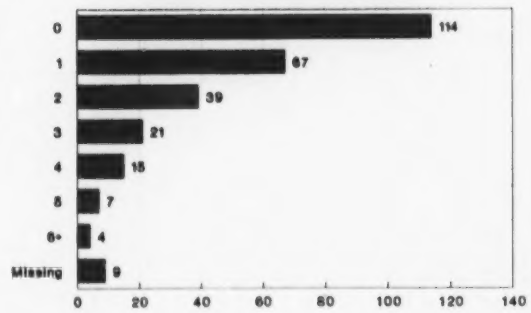
Marital Status of Non Displaced Homemakers



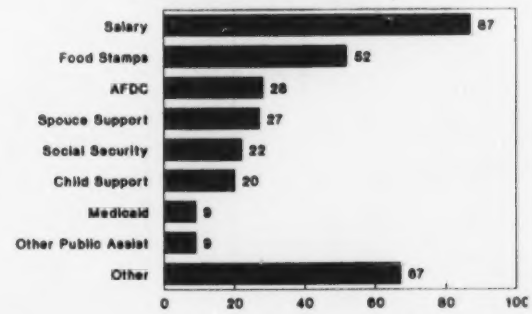
Program of Enrollment



Number of Dependents



Sources of Income



**Only three students were reported as displaced homemakers.*

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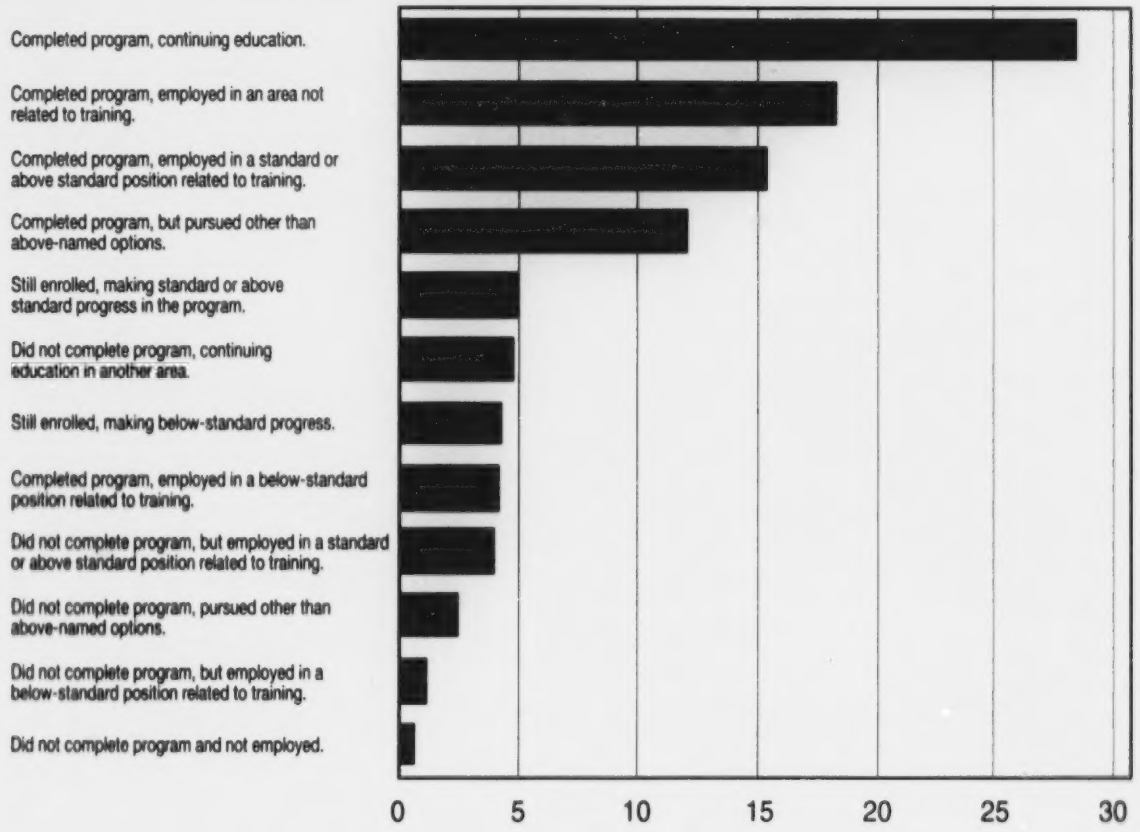
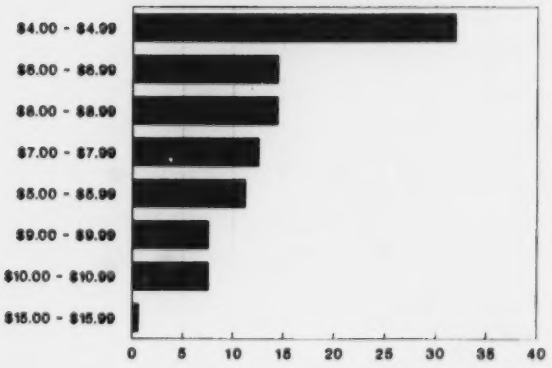
Outcome of Project Students Who Were Reported in 1991-92

Institutions funded in 1991-92 provided information to identify outcomes of student participation. Of the 1447 students reported as served during 1991-92, follow-up was reported for 616 (42%) students: Completing programs were 252 (41% of 616); still enrolled were 98 (16%). The largest category were completers (175 or 28%) successfully employed in areas of their training. The following categories further clarify total reported outcomes:


Completed program, continuing education.
Completed program, employed in an area not related to training.
Completed program, employed in a standard or above standard position related to training.
Completed program, but pursued other than above-named options.
Still enrolled, making standard or above standard progress in the program.
Did not complete program, continuing education in another area.
Still enrolled, making below-standard progress.
Completed program, employed in a below-standard position related to training.
Did not complete program, but employed in a standard or above standard position related to training.
Did not complete program, pursued other than above-named options.
Did not complete program, but employed in a below-standard position related to training.
Did not complete program and not employed.
0
5
10
15
20
25
30

Wages



Wages were reported for 160 (11%) of the students. Of these, approximately one-third (32%) were employed at wages of less than $5.00 per hour and another third (30%) received wages at or greater than $8.00. The table shows the number in each range.

SUMMARY AND CONCLUSIONS

In 1992-93, Louisiana had many achievements toward sex equity in vocational education. As state enrollment continued to grow, many efforts were undertaken to increase sex equity in vocational programs and to increase the occupational success of groups targeted by the Carl D. Perkins Applied Vocational and Technology Education Act. Among achievements were:

- As vocational enrollment increased from 1989 through the present, rates of nontraditional students have remained approximately one-fourth of total enrollment, with slight increases evident during this year.
- Males continue to comprise approximately one-sixth of nontraditional enrollments, with the largest number enrolled in business (office) occupations.
- Institutions used diverse strategies in the areas of recruitment, retention, and placement for the increased participation of nontraditional students.
    - In the area of recruitment, the most frequent practice was the use of advertised informational meetings for purposes of recruiting nontraditional students. In some institutions this practice yielded a high rate of nontraditional enrollment.
    - In the area of retention, the most frequent practice was the special efforts of faculty to foster positive attitudes related to nontraditional careers.
    - In the area of placement, helping students to prepare a successful resume and planning for good work traits were the most frequently used strategies.
- The state awarded numerous competitive grants (under Section 221, 222 of the Perkins Act) to institutions for the implementation of projects for sex equity and single parents, displaced homemakers, and single pregnant women.
- With Sections 221 and 222 funds, institutions assisted over 1700 eligible students for their successful participation in vocational education, and implemented many other strategies for increased awareness and promotion of sex equity.
- A partial follow up of 1991-92 project students showed that 41% of those students had completed programs and 28% (of the total) were successfully employed in the areas of their training. Two thirds of reported students exceeded the minimum wage. One-third had wages at or greater than $8.00 per hour.
- Projects with a statewide focus implemented numerous activities to promote gender equity: regional and local workshops, three state conferences, publication of several handouts on practices for gender equity, printing of a tri-annual newsletter, and operation of a lending library of materials.
- The Louisiana Department of Education further formed and supported a Council for the Education and Employment of Women and Girls, comprised of statewide administrators, educators, and business personnel, for advising the Superintendent on related matters.
- The Sex Equity Office which administers Section 221 and 222 matters, additionally, participated in numerous activities to facilitate the state's progress toward gender equity.